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BOSTON, MASS.
Vol. CVII, No. 16

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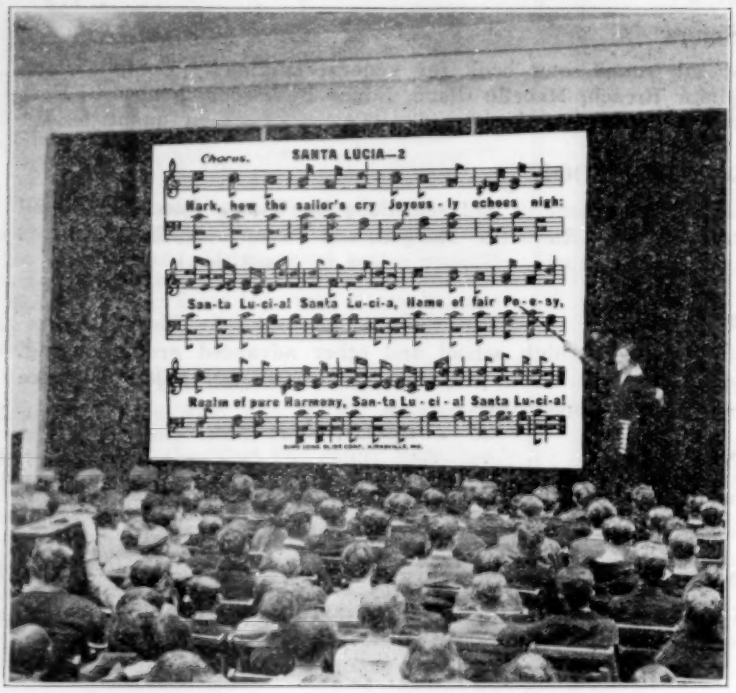
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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Assembly Singing

ONE of the important demands of the day is for adequate and skilful attention to assembly singing, which has met two cross currents of professional weakness.

There is a tendency to indifference when anything has ceased to have a positive thrill, and there is an equal tendency to accept the line of least resistance when something is required in which there is no interest.

Assembly singing must not be allowed to become community singing, which is the singing of familiar songs where the leader's zeal and physical activity furnish the fervor.

Assembly singing must be educational. The school as an assembly must be learning to sing something worth singing and must learn to sing the learned songs ardently.

This is not likely to be achieved unless State Teachers Colleges face their responsibility heroically as Kirksville, Missouri, faced it in D. R. Geobart's day. We recall the glorious way in which he actually taught the popular classics in assembly and the Kirksville School became famous far and near. To this day many a country school, notably the Porter School, is famous for the way they render really great music.

It is almost a criminal tragedy for teacher-training institutions to allow a week to pass without having at least one assembly hour when the students are learning to master some real music or are perfecting ability to render some noble music which they have recently learned.

Instrumental music is a great asset, but it is never a school-wide attainment as singing is. There is nothing in the school life that can magnify the personal achievement of students as a whole as does the assembly singing of great popular classics.

Fortunately there are many music supervisors who are nationally famous, as Estelle Carpenter of San Francisco, who has been famous for several years, or as Mabel Glenn of Kansas City, who is using the assembly hour consistently and conscientiously for creating a thrill that never fades away.

Not more than one old familiar song should be used in any one assembly period, and a new selection should not crowd in so long as the other new selections have a genuine thrill.

Nothing takes the place of a mental achievement

in the mastery of any art. Assembly singing must bring together various classes of various ages and attainments and something vitally worthwhile must be achieved by every one in that assembly. It will not be equally artistic, but it must be universal in its mental swaying and must swing melodiously.

Rhythm can be equally skilful, and rhythm flows into melody as naturally as pulse beat follows heart beat.

In Boston children of twenty nationalities and races recently sang, and under the impulse of a new achievement they made the vast audience throb magnetically.

It is a professional crime to think that anything in the school week is more important than the time spent in the assembly's achievement of something new in rhythm and melody. The real trouble with jazz is that it represents no mental achievement, that it never has to be learned.

Assembly music must represent real mastery of harmony. Jazz is often made out of masterpieces, but masterpieces cannot be made out of jazz.

Assembly singing must be the creation of harmony by masterful achievement, and there is nothing in science or art that means more in school education than such intellectual nobility.

Charles Harris Congdon

MR. CONGDON, an interesting personality for more than a third of a century, died on March 23, at East Stroudsburg, Pa. Our friendship was so close that we gladly give place in our Mail Bag to Mr. Griffith's letter of information. We rejoiced in the success that came to Mr. Congdon in the creation of an independent company which depended upon his inventive genius and insistent personality. He held many patents, more probably than have ever been the fruit of any other man whose major was education. His chromatic pitchpipe was an immense success.

Senator Willis

THE sudden death of Senator Frank B. Willis of Ohio following upon the death of Senator Ferris of Michigan, both schoolmasters, is an unparalleled occurrence. They were real schoolmasters, having entered the political arena direct from the teaching profession.

Senator Willis was in the prime of life and at the height of physical vigor, while Senator Ferris was ready to retire from active service.

A month ago there were four senatorial schoolmasters, an unparalleled event in American history. Two of each of the political parties.

Senators Ferris and Willis went to the Senate from gubernatorial service. They were educators of whom the profession was especially proud. They were among the most popular men on the professional platform before they were public speakers in the political arena, and neither sacrificed anything professional when he became political. It is in every way a most interesting combination of circumstances. Differing as they did politically they were on the same side of practically all non-party measures.

Personally, we were closely affiliated with both of them for many years, and their passing is a personal as well as a professional loss.

High School hall traffic is the same in quality, if not in quantity, as street car traffic, and is causing much administrative disturbance.

Sons of Charles C. Rounds

CHARLES C. ROUNDS, long principal of the Normal Schools of Farmington, Maine, and Plymouth, New Hampshire, one of the foremost educational leaders of New England, and widely known nationally for nearly a half-century, had two sons who are eminent in law and finance in New York City.

Arthur C. Rounds is law partner of Charles E. Hughes, former Secretary of State. The firm name is Hughes, Rounds and Soheresnce, 100 Broadway, New York City. Ralph S. Rounds is the senior member of one of the leading financial business houses, Rounds, Dillingham, Mead and Neagle, 62 Cedar street, New York City. Those who recall the personality of Dr. Charles C. Rounds will rejoice in the professional and business success of his sons.

With several thousand city superintendents, about a third of whom are subject to re-election this year, it is really wonderful that so few have had cause for anxiety as to their tenure.

Checking Floods

A CONGRESSIONAL appropriation of $4,000,000 for 1929 and 1930 is expected to reforest 2,500,000 acres in Minnesota, Wisconsin, and Michigan that have been denuded by lumbermen and forest fires, 4,000,000 acres in the Middle and New England States, and 2,500,000 acres in the South. The reforestation of 9,000,000 acres will ultimately check the floods that jeopardize lives and property of the Mississippi Valley and the Atlantic and Gulf states.

A photographic device so perfect that it reveals action in one-millionth part of a second has been invented at Pittsfield, Mass.

Music for Mentally Crippled Children

By A. E. WINSHIP

WHAT may be expected from music in teaching children who are out-of-step mentally? No problem of public schools is more vital than that of helping mentally crippled children.

Physically crippled children can be made normal with comparative ease if taken in season and re-created scientifically. At Greenville, South Carolina, a man has provided adequate hospital facilities for the restoration of normal physical conditions, and a surgeon from the Massachusetts General Hospital is performing physical miracles. We have seen a child born without a whole forearm. She had no thumb, her hand was everything that it should not have been.

The forearm was made to function perfectly, a hand was created, and a perfect thumb made out of the forefinger. This is supposed to be the most famous cripple-curing on record.

It is as possible to perfect mental cripples as physical cripples, and yet little attention has been given to this great achievement.

Music is one of the great restorers of mental poise and personality. Rhythm appeals physically, intellectually and spiritually to mental and spiritual cripples as does nothing else in the school program.

It is as easy to create a spirit of rhythm in any child as it is to make a club foot turn right side up and face front. Any person with club feet today is a tragedy because it represents indifference, or ignorance, or both on the part of every one who was responsible for his childhood months.

At Pacolet South Carolina, where the school assumes responsibility as a mental hospital instead of being merely a traditional educational workshop, every child in every class when it comes to school chooses the way in which it will "keep time." There are drums, cymbals, triangles, tambourines, clappers and other instruments, and the children select some one of the instruments and considerable time is used each day for the enjoyment of rhythmic exercises. There is no child with an "I. Q." so low that he does not enthusiastically enjoy the development of rhythm.

Melody is entirely different from rhythm. Every child can establish rhythm in early school life that will be as natural as breathing as long as he lives, but melody does not function as universally, but its appeal is as universal when an emergency calls for it as is rhythmic action.

No soul fails to respond to the charm of melody when everything else fails to thrill body, mind or soul. Like the tingle of bell metal it vibrates the whole being when an emergency calls for it.

On the eve before a battle the soldiers do not repeat the multiplication table, recite the Ten Commandments nor sing the long meter doxology, but they sing songs that stir the heart and mind and body till the whole being throbs and thrills.

This charm of melody should be in the atmosphere of the school from the kindergarten to the university. It must be the accompaniment of rhythm from the first. The sporting lamb loses its frolicsome joy as soon as the knee joints harden, so nothing in the intellectual mechanism of music can compensate for the lack of the thrill of melody in early school months.

It is a tragedy that whistling has become a lost art in the Twentieth Century. Until this century boys whistled as gleefully as they played any game, and men whistled as they followed the plow and cultivator. One cause of the present agricultural unrest is the fact that a man on a tractor takes life too seriously. Work on the farm is "mass production" of responsibility and eliminates the whistling mood.

One of the most important phases of educational modernism has not found its way into any of the profound curriculums of the day. Edward J. Tobin, superintendent of Cook County, Illinois, has an uncanny way of knowing and doing wonderful things before any professional pedagogist has dreamed of it. He has a spiritual intuition which escapes the zealous psychologists.

There are one hundred and seventy-two schools in his county outside of the cities, and among his famous achievements are several community evenings during the year under the direction of the Achievement Clubs. The club occupies a half-hour, a speaker of national prominence has a half-hour, and a half-hour is devoted to entertainment that is both popular and beneficial. In October and November last year the entertainment was by professional whistlers, soloists and quartettes from the notable Whistling School of Chicago. There were three features of this entertainment. They would whistle great masterpieces, would whistle as every bird in Cook County sings, and give explanation of the way every note in the scale is vocalized.

I have been in some of these achievement meetings for fourteen years, and nothing has approached in value the whistling entertainment this past season. The minute the exercises were over boys and girls were whistling, imitating birds and rivaling one another really brilliantly. I asked some of these youngsters in every school: "Have you ever whistled before?" and the universal answer was "Never knew how."

Sometimes men whistled, saying they had not whistled for many years. Who can estimate the value to a rural community of the creation of a passion for melody which makes boys and girls note the personality of the singing of every bird?

Isn't this nature study with a thrill to it?

Belding's Page

THE BIG WHITE SCHOOLHOUSE

WOODROW WILSON was often referred to as "the schoolmaster in the White House." Is it not true that every President is, in some degree, a schoolmaster? His decisions, his messages and addresses, his personal habits, all have an educational import. Name over the list of our greatest Presidents, and you will be able to point out at once a number of important things they taught the country.

Few men have become President without realizing, once their terms began, that they were responsible to the citizens for the social effects of their behavior and attitudes.

One of the biggest presidential booms, just now, is that for Herbert Hoover. Hoover as Secretary of Commerce has been doing a great educational work. He has been teaching American business to settle its problems by conference and agreement rather than by demanding new laws. He has been teaching business men self-control. He has been bringing out their better natures.

An interesting and worthwhile exercise would consist in setting down the names of all our leading aspirants for the presidency, and opposite each the particular lessons he would set before the nation.

LOWELL'S BUDGET RACKET

OFFICIALS in Lowell, Mass., have been wrangling a good deal of late over the school budget. Industrial depression in that textile city has brought a demand for economy which has found expression in a recommendation of the finance commission for a drastic cut in school expenditures.

Two issues are involved in the Lowell controversy. One of these is basic, the other incidental. The incidental question is, whether the schools in that city are run efficiently or wastefully. It is doubtful if Superintendent Hugh J. Molloy himself would claim perfection in the budget of the Lowell schools. A situation exists which he did not create. Hints are heard of "too many janitors," of teachers added to the payrolls that committeemen might have plums to hand out to their friends. Superintendent Molloy has fought valiantly to have the schools conducted on professional rather than political principles. And he has won at many points, though not all. This issue, important as it is to Lowell, is of less general interest and significance than the other matter, namely: Has the city council a legal right to reduce school budgets?

School authorities in Massachusetts have usually been upheld by the courts in their contention that the school committee is empowered to fix the sum needed for running the schools and the municipal government has no right of veto or reduction. In other words, the city council is of equal authority with the school committee, but not over it.

The Lowell case may show up in the courts before long. A ruling by a high tribunal would help to clarify things for other communities as well as Lowell.

No observer can fail to admire the spirit and discretion with which Superintendent Molloy has carried on his battle. Whatever differences he may have with his committee are forgotten now that he is championing the cause of the schools against the finance commission and the city council.

WHEN MUSIC MASTERS MEET

ONE of the happiest signs of the times in public education is the growing recognition given to music.

Choral singing long held the entire stage, musically speaking, in the schools. Today we find the phonograph and other aids employed to teach appreciation of music in all its forms. We find, moreover, that classes are at work upon the mastery of instruments, to the end that pupils may possess a joy-giving accomplishment. Bands and orchestras are becoming important adjuncts of many schools.

The convention of music supervisors, which meets in Chicago April 16 to 20, will reflect the dignity of this subject in the curriculum, and will help to clarify its scope and intensify the devotion of the personnel engaged in this splendid task.

A signally helpful and inspiring program has been prepared. Books, instruments, and systems in great variety will be exhibited by enterprising firms catering to the needs of musical instruction in the schools. These exhibits will constitute a highly useful part of the Chicago meeting. Educators can always learn a great deal from an inspection of the wares which are gathered for their convenience at almost every educational conference of any magnitude in these days.

AMBIGUITY

A LITTLE girl who noticed the headline, "Chauncey M. Depew Dies in Ninty-fourth Year of Pneumonia," asked her mother if it is possible for any one to be ill that long with pneumonia! Careless speech and writing of adults are responsible for many false impressions upon the minds of children. Then we turn around and blame the youngsters for not getting the ideas straight.

Anson W. Belding

Associate Editor.

The School Piano Class

By C. M. TREMAINE

Director, National Bureau for the Advancement of Music

THE piano as a subject of study, taught by the class method, as is arithmetic and geography, has made its way into large and steadily growing numbers of schools in all parts of the country. It has become a matter of increasing interest to public school educators. An investigation made recently by the National Bureau for the Advancement of Music, stimulated by the interest manifested in the idea by music supervisors and school administrators, revealed hundreds of cities in which piano classes were in operation. Hundreds of others were considering their introduction and waiting only for a little further experience or the advent of qualified teachers. Everywhere parent-teachers' associations, women's clubs and music clubs were seeking authoritative information, with a view to establishing the work locally. A number of the leading colleges and universities had introduced normal courses in group piano methods, or had recognized the need for doing so.

Now that the Music Supervisors' National Conference is giving the question its special attention and has appointed a committee to develop the activity, it is probable that there will be thousands of school piano classes, with hundreds of thousands of children enrolled all over the country, within the next five or ten years. The committee has prepared a manual on the conduct of the classes, to be published by the Bureau, and this it is expected will be so comprehensive and authoritative that with its aid no school official interested need hesitate to adopt the plan.

What has aroused this widespread interest in piano classes? In part it is an outgrowth of the general progress in school instrumental music, which has been occupying the attention of many music educators during the past few years. The outstanding features of this development are the great numbers of bands, orchestras and instrumental classes now part of the curriculum or the extra-curricular interests everywhere in towns, cities and even smaller communities. The National Bureau had been co-operating with the Committee on Instrumental Affairs, publishing several of their booklets, and it was this connection which inspired its study of the piano classes. But for many years previously, pioneer work in the field had been done by such prominent supervisors as Osborne McConathy, W. Otto Miessner, T. P. Giddings, Helen Curtis and Hazel Gertrude Kinscella. They had sounded out the possibility of the idea and reached certain conclusions which are now to come in for general discussion by the whole body of the music supervisors at their next meeting in Chicago. The pioneers demonstrated that the piano could be taught as a class subject, in the early grades at least, and as successfully as anything else; that it awakened great interest among children and a real desire for self-expression, so often lacking in the individual lesson; and finally that it provided an inexpensive and therefore generally accessible means of discovering talent in the few and producing some degree of skill in the many. Experimental efforts established also that whatever was gained in the piano class redounded to the benefit of the regular school vocal study.

By the time the Bureau began its investigation, some eighteen months ago, group piano instruction was being given in perhaps 200 school systems. The Bureau aimed only to ascertain and make known the extent of the movement, its educational possibilities, and the dangers to be avoided, and to present the data briefly and objectively, as an aid to the many school officials and parent-teacher associations known to be looking for guidance. Before all the information was gathered, however, it had become apparent that a completely colorless report would not be appropriate. The accomplishments were too striking, and the unanimity of opinion too great for that. Everywhere school superintendents familiar with the work were enthusiastic. Instance after instance was cited by music supervisors to show that the children covered at least as much ground in a year of the group study as they could have done in individual lessons, and frequently considerably more; and that in addition they were greatly interested. In many cases where classes were taught by well qualified teachers, with modern methods, the children could play correctly and *musically* a considerable repertoire of songs and little melodious pieces at the end of the first year, and could make up their own accompaniments, and apply some knowledge of keyboard harmony, at the end of the second. How many adults who have "taken lessons" for long years of their youth could boast the same? When it is remembered that the piano is, and probably always will be, the leading home instrument and that upon it alone (with the exception of the harp and the organ) can be produced the three basic elements of music—rhythm, melody, and harmony—the potentialities of the school piano class begin to take shape. It was only natural therefore that the Bureau should recommend the idea favorably to those interested.

The success of the classes depends to such a

large extent upon the qualifications of the teacher that it is probably better for a community desirous of introducing the plan to wait before doing so till the right person is available. The teacher should be not only a good musician and have public school experience, but wherever possible should also have taken a normal course in group piano teaching methods. The supply of such teachers is smaller than the demand, to be sure, but now that the colleges and conservatories have recognized the need this will cease to be the case, in spite of the enlargement of the field.

All that is needed in addition to a competent teacher is an open-minded attitude on the part of the school administrative officials and a very modest equipment of one or two pianos, some dummy keyboards, and desks of the right height. The children purchase their texts and notebooks, and in most cities pay the teacher's fees, ranging usually from twenty to thirty cents per lesson.

The only question still causing some difficulty in connection with establishment of the classes is the attitude of the private music teachers. Where they do not understand what these classes can mean to them they are likely to be hostile, but a very different attitude prevails in cities which have had the most experience with the work. There the teachers know that the school piano classes bring them many pupils for more advanced training who would probably never have come otherwise. Not only that, but these pupils are of the eager, ambitious type so much desired and so rare in the past. There seems every reason to believe that the movement will eventually aid the music teaching profession as much as it will the children and the schools.

Four Ages of Childhood

By O. H. BENSON

Department of Rural Scouting, Boy Scouts of America

FROM birth to manhood every boy passes through four distinct stages in his growth and development. In these stages of growth and development there are certain characteristics and symptoms that can always be recognized and used by parents and leaders in their guidance of the boys to help them overcome the tendencies and temptations they will have to defeat in life.

First—*The Knee Age*—This is the age when childhood solves all of its problems of good or ill at or on mother's knee. The all-wise Creator provided through this period an opportunity for a mother to give proper modification and direction to the whole future of the child. It is a mistaken notion for anyone to conceive the idea that it is unimportant what the Knee Age child sees, hears, and feels during this vital period of first impressions. Never in a lifetime will the effects of the Knee Age be erased or eliminated from the life of the future man or woman.

Second—*The Me Age*, or selfish age—The child very quickly passes from knee age over into the early childhood period known as "Me Age." Every symptom of the growth and development of this age is an expression of love and tenderness on the one side and of selfishness on the other. The symptoms we discover in the Me Age child are illustrated by some of the following: Tendencies of the child to reach out for things and draw them in as automatically the mouth opens and the muscles of the stomach expand to meet it. This is the reason why parents have so much trouble in extracting objects from the eyes, ears, and throat. This is the period when the child wants much and gives but little, if at all. They are so selfish they want the biggest piece of pie, the biggest bonbon in the dish, the biggest part of the bed. Indeed they want everything for themselves but cannot understand why they should ever be called upon to share with others. Here is the place in the life of the child when parents and leaders must begin their positive training for the elimination of selfishness on the one hand and for the development of the Scout Daily Good Turn habit on the other. If this is not done on time and persistently during the Me Age period of childhood, we will turn into the world a race of men and women who are a menace to society because of their selfishness, greed, graft tendencies and lack of understanding of the full purpose of the "give and take" program so necessary in life.

The pity is that today we do have thousands of men and women in every state who have not yet emerged from the Me Age stage of their early childhood. They are still greedy, selfish human souls, sufficient unto themselves, and it seems that our only salvation when living in a neighborhood with these people is the fact that the local, state and national governments do levy taxes upon them every year. This discipline does have a tendency to keep them within the law and in a condition so that it is possible to neighbor with them. Taxes represent their only gift to the cause of community and public interest. The great need of the hour is training both in and

out of Scouting to transform the selfishness of the Me Age life of childhood into good citizenship and unselfish service for mankind. This is why we have Scouting and its training in the "Daily Good Turn." No family can well afford to let the boy grow up without this training.

Third—The *We Age*—This is the particular period in the life of the child when they get lonesome and when they want to have companionship with other children and we often hear in the home circle statements like this: "Can't I go over and play with Mary and Jim? Nothing doing around here." This is the period when the apron string grip on the child is loosened, when the tendency is to get away and go out into the community with other children in quest of experience, knowledge, adventure and opportunity. If parents and leaders neglect this period we get a harvest of gangs and cliques which have through the centuries provided most of our raw material for criminals and are in fact the feeders to our penal institutions such as reform schools, jails, penitentiaries and Federal prisons.

If we put the children into Farm Scout patrols, Lone Scout tribes and city Scout Troops, we offer a constructive performance and take care of the lonesome period of childhood, the We Age, for through this leisure time we are able to build character, citizenship and ability through experience that cashes in for the benefit of boyhood as well as the nation. Even the lonesome country boy, the individuals like Lindbergh, pass through this lonesome age, but they are not hunting for other boys and girls, but are looking for books, things, opportunities to do, machinery, tools, plants, birds, out-of-door activities, which combine for the lonesome boy both companionship and training.

So in meeting the We Age needs of childhood we must plan definitely and positively the program to furnish group activities and programs with other children or with things in order to protect them against falling back into the trails of wickedness and to become victims of gang or lone vices that lead to the destruction of all that home and society represents.

Fourth—*The Mating Age*—This age might properly be called the "She" age for the boys and the "He" age for the girls. Some of us may even recall our own awakening experiences in the dawning of adolescent boyhood, the most vital of all ages in the growth and development of a human being. How our ignorance on the one hand and our misinformation on the other, confused our whole vision of life. This is the most beautiful age of the whole life of the human being if the children have been safely delivered from each of the three preceding ages and given the proper protection and training during the previous years while coming into and passing through the first three great stages of child development.

The symptoms that characterize the dawning of this fourth age or she age are familiar to us all. First, the timidity, blushing, reticence of a normal child when in the presence of someone of the opposite sex. The growing desire to be well dressed, attractive, clean, perfumed, all are live symptoms of the growth and progress of youth into and through the she age.

Let us take a look at the boy for a minute as he comes into "She Age" consciousness. The first unusual thing that happens is when without persuasion he washes behind his ears and his entire neck, even down under the collar. He wants his hair kept nicely, cut and combed, and smooth as an oiled pavement. He buys, carries and uses a pocket mirror and comb, and often seeks its aid. Have you see them draw it from the pocket, hold it down behind the desk or seat, and proceed to spruce up? Have you seen this interesting lad when he first tries to crease his trousers, and how faithfully he follows this up in his early high school days to give other evidences of the new man. Have you seen this boy in his effort to imitate well dressed men of the community? These and many other symptoms are prophetic of the dawning of the manhood part of the boy and have promise of greatness if guided in paths of gallantry, respect for womanhood, training in self-restraint and in the proper understanding of the functions and the God-given powers of manhood.

On the other hand if parents have neglected to bring the boy up through the three preceding ages to the proper understanding of self in this mysterious "She" age part of his development, then we have silly, dangerous, misguided sex-perverted young men in adolescence, that may result in grief for themselves and society.

The girls, like the boys, have their fourth age, the "He" age, and the symptoms are somewhat different but all mean the same thing. Let us take a look at the girl as she emerges into this fourth age, self-conscious, over sensitized to boys or men around her, constantly feeling for her "locks" to be sure that her hair is well in order, her observations of well-dressed women, her exaggerated dress performance, her desire to imitate, or elaborate use of powder and lip stick, her tendency to overdo, her shyness when in the presence of some one of the opposite sex in whom she may be interested. These and many others are merely symptoms to guide parents and leaders, and to suggest to them that this is the time in the life of a girl when she needs sympathy, palship, helpful leadership and certainly most of all she needs to be into something that keeps her mind, heart and energy safely harnessed in a positive direction to protect her against the pitfalls of the dangerous period of adolescence.

Every boy and girl in America should be taught by parents, leaders and friends the true significance of these four great periods of their life's growth in relation to their future happiness and success; that all are but natural experiences which have happened to us in the past and how these development experiences may be understood and youth given its change to perfect bloom. The leisure-time agencies like Boy Scouts of America and other worthwhile leisure-time activities are and should be vital agencies in helping parents to lead youth safely through these four ages of childhood's growth, and make of them a better, safer, greater citizenship.

Ten Commandments for the American Teacher

Ten commandments have been laid down for the American school teacher by the Federal Bureau of Education. They are as follows:—

I. "Thou shalt have other interests besides thy schoolroom.

II. "Thou shalt not try to make of thy children little images, for they are a live little bunch, visiting the wriggling of their captivity upon you, their teacher, unto the last weary moment of the day; and showing interest and co-operation unto those who can give them reasonable freedom in working.

III. "Thou shalt not scream the names of thy children in irritation, for they will not hold thee in respect if thou screamest their names in vain.

IV. "Remember the last day of the week, to keep it happy.

V. "Humor the feelings of thy children that their good will may speak well for thee in the little domain over which thou rulest.

VI. "Thou shalt not kill one breath of stirring endeavor in the heart of a little child.

VII. "Thou shalt not suffer any unkindness of speech or action to enter the door of thy room.

VIII. "Thou shalt not steal for the drudgery of many 'papers' the precious hours that should be given to recreation, that thy strength and happiness may appear unto all that come within thy presence.

IX. "Thou shalt not bear witness to too many 'schemes of work,' for much scattered effort is a weariness to the soul and a stumbling block to weary fingers.

X. "Thou shalt laugh—when it rains and wee, woolly ones muddy the floor; when it blows and doors bang, when little angels conceal their wings and wriggle, when Tommy spills ink and Mary flops a tray of trailing letters; when visitors appear at the precise moment when all small heads have forgotten everything you thought they knew. And again I say unto you, laugh, for upon all these commandments hang all the law and the profits in thy schoolroom."

What It Means to Be a Teacher

By ELMER HOLBECK

Principal, Woodrow Wilson School, Passaic, N. J.

TEACHING is an art; it is an interesting and fascinating occupation. Every teacher of experience will testify to these facts. In the profession of teaching there is an attraction which not only lures young people to try their hand at it but keeps the experienced teacher in the classroom year after year.

It is the contact with young people, the charm of youth that allures them, and they respond to the buoyancy and the enthusiasm which youth alone gives so freely and generously. Good teachers reflect the enthusiasm and zeal of their pupils. Youth builds and creates a fascinating bond between pupils and teachers. Classes come and go, this gives variety, and keeps things from becoming monotonous. The matter of dealing with so many different human beings, helping to solve human problems are but other reasons why the work is so attractive.

To be sure, teaching aids in the individual's mental development. A teacher must constantly study in order to build up a background of experience to provide herself with an abundance of rich material to help her in the classroom. Even the most rudimentary subjects in teaching involve much, and challenge the intelligence and knowledge of the one who would teach it richly and abundantly. The potential aspects of each subject, its far-reaching influences and application, forces the good teacher to study, investigate, and delve deeply.

We are hearing a great deal these days about "producers" and the importance of their producing the necessities or worthwhile things in life, such as, food, shelter, and clothing. The teacher is essentially a producer, not a producer of food, shelter and clothing, but a producer of citizenship, leadership, sharpened intelligence, and character without which society and civilization would quickly disappear and decay. Whatever civilization we enjoy, whatever society we may perfect, or democracy we set up, education is responsible, with the teacher in the foreground. The school is a determining factor as to the kind of civilization we shall have for the future. There is a great deal of satisfaction for the conscientious teacher in knowing that her work is of a useful type, and that she is really doing something to uplift society through her influence in the classroom.

Knowing the great appeal that the teaching profession has, let us look into the demands and qualifications of those who enter the field. The teacher must be thoroughly conversant with the subject matter which she is to teach children. The tendency of the day is to lay a heavier emphasis upon the mastery of subject matter. The approach of this should be made from the point of view of the teacher's needs. And one must go beyond the mastery of a particular subject which is to be taught. A teacher should receive a broad education in the different subjects which will provide an extensive background of knowledge and many ideas and experiences upon which she may draw for her work in teaching. Reading and study are not all inclusive, but they do much to build up this important asset.

Following the acquisition of knowledge and subject matter, the teacher must acquire the skills of the art of teaching. She must acquire a method or technique in handling the subject so that it will be presented in a way that the child will learn it. The subject matter must be made interesting, useful, and the child must feel the need for learning it, and he must be taught without waste of time.

Though these requisites are of major importance, the teacher must qualify in other directions. Since teaching may be defined as "The art of stimulating, encouraging, and guiding learning," the good teacher should like children, have faith in them, and be sympathetic with their problems and difficult tasks. Teachers must be patient, especially with the slowness that some pupils show in their learning. They must have tact, personality, and an even temperament. Yes, teaching asks for much! It is a profession which demands much. A person may have several defects not interfering with success in other fields, but these would constitute a serious handicap to the success in teaching. The teacher must be interested in community life, interested in the homes from which her children come, and a leader in the progressive features of her community. She must continually grow through study, travel, and association.

Most of our teachers are well on the way towards filling the above requirements. When you think of the important task teachers have in preparing citizens for our country, you will agree that nothing should interfere in any way with the great work of building a civilization. To be sure, teaching compensates with riches of a different sort; but to get well trained, intelligent teachers we must pay for them!

The possibilities of education are without practicable limit. The teacher can make the world over in a single generation! But whatever education achieves, it is dependent upon the training, discipline, and ideals set up in the teaching profession. Education, civilization, and progress are co-extensive. Whether or not the human race advances, depends upon the teacher and education.

Controlling Human Behavior

By FRANCIS LEROY COPPER

Northern State Teachers College, Marquette, Michigan

"THE scientific study of man is the most difficult of all the branches of knowledge," says Oliver Wendell Holmes. Although it may be the most difficult it is one of the most fascinating branches of science. For properly controlling human behavior is the greatest challenge of the ages. Much has been accomplished in this respect and much remains to be done. We do not have in mind controlling behavior in a "goody, good" way. We mean controlling it so that it functions in a proper, normal manner in accordance with the best known standards of conduct, and in such a way as to bring about more harmony, peace, and happiness and less friction and suffering.

We probably do not know just what constitutes the best form of conduct. There is great difference of opinion on this point. But there is pretty general agreement upon some things; we are agreed that we would have a much better world if murder, arson, theft, and treason were eliminated. There is also consensus of opinion upon some of the positive principles that actuate human behavior. Honesty, patriotism, loyalty, courtesy, sincerity and good will meet with the approval of all fair-minded persons. It would be a fine thing if every person after twenty years of training on the part of the home, the school, the church, and the community had the above principles woven into the very woof and warp of his character, so that a high type of response would be prompt and natural.

It would not be desirable, even if it were possible, to control conduct as definitely as we do a piece of steel; we must always welcome differences, for variation is the basis for improvement. We must always be open-minded and tolerant. But we should, however, be satisfied with nothing less than universal good behavior that will lead to happiness and good will.

We are too complacent about behavior as it is. For example, we say without much concern that of the next one hundred thousand children who will be born in the United States that about so many thousands will become objects of charity, about so many thousand will become delinquents and criminals, a certain number will be feeble-minded, while a certain number will be normal, good citizens, and successful. Why should any of them be paupers, delinquents, criminals or feeble-minded? Why should they not all be normal and successful? Can we not by a sane and scientific administration of stimuli make a good type of conduct universal and popular?

How far short of the goal we have fallen is attested by the number of courts, jails and asylums we have to maintain, and also by the number of officers required to make people conform to a reasonable degree to the standards of behavior set up by society. We still have our mobs, our jail stormings, and our riots. The difficulty of the task is shown by the fact that the average child needs about twenty years of rather intensive training by the home, the school, the church and the community before he is able to render a high class of response at all times and under all circumstances.

Controlling behavior is a science which involves the proper presentation of stimuli to those whose response we wish to modify. It is based on the educational principle that impression has a tendency to be followed by expression. The more thoroughly we understand the human mind the more certainly can we predict its response, and by prediction control it. We must also understand the nature and influence of one's environment. One thing that makes the proposition more practicable and less fanciful is the fact that we live in a lawful world—a world of cause and effect. Every activity is produced by a cause and every activity produces an effect. We know that we can bring influences to bear upon the child that will change him. We can build up in him ideas, ideals and habits, and these things make the individual and shape his conduct. May not the time come when we can actually measure the influence of a song, or a poem, or an encouraging word upon a human life? May we not so train a child that knowing the right he will always choose the right instead of the wrong? Every child carries within him a very sensitive and highly organized intellectual plant. This plant is biased in certain directions from birth. We must know this bent and the child's ambitions and problems.

The proper presentation of stimuli requires a world of wisdom and tact. We probably cannot improve much upon the general methods of rewards and punishments. In the broadest sense success itself is a reward and carries with it approval and a pleasant feeling tone, whereas failure is a form of punishment and carries with it disapproval and an unpleasant feeling tone. The Master himself used a versatile plan in dealing with humanity. At one time we find him using or at least preparing to use force, at another severely reprimanding the people, often pleading with them, and again setting them an example. In controlling conduct it seems at times expedient to use force, at other times to use commands, advice, suggestion, direction, instruction, or example.

Physical force is used to some extent as a stimulus to control behavior. In passing along the

street one sometimes sees a child tied with a rope so he can go so far and no farther. Or one sees a fence across the porch to keep him within bounds. However, children are not the only ones who require physical force to direct them aright. Whenever there is a great fire, for example a rope fence is soon thrown around the danger zone to protect the people. Whenever there is an especially large crowd of people in the city an extra force of policemen is on duty.

The control of traffic presents a good example of the application of intellectual stimuli. Traffic is controlled in part by the use of red and green lights, by the whistle of the policemen, the outstretched hand of the automobile driver. Sometimes the highway is divided by a white line. The marked trail guides the tourist. Within a very few minutes' drive a person may observe signs containing directions and commands, such as "Private drive, keep out"; "no left turns"; "detour to the right"; "school zone, drive slow"; "speed limit fifteen miles"; "left curve"; "no parking here"; "steep hill"; "fresh tar"; etc.

Another form of stimulus effective in controlling human behavior is advice. Good advice steers one from many a pitfall. It saves one much hardship and trouble, and it is in the interest of economy even when a person has to pay well for it.

Suggestion is a powerful factor in shaping behavior. Suggestion often accomplishes more than the command because it arouses less antagonism. Many tactful teachers use the command very sparingly and govern almost entirely through discreet suggestion. By this method the stimulus is produced which brings about the desired response.

The army stands out conspicuously as the institution which governs by command. The control is efficient, but yet not well adapted to peaceful life. The school, the church and the home are outstanding institutions which utilize instruction as a means of control.

Possibly the strongest stimulus of all is example. For example carries within itself veiled advice and subtle suggestion. This is why teachers with the very best practices should be provided, especially for the little folks. Example is stronger than precept. The Chinese have a proverb to the effect: "Not the cry, but the flight of the wild duck, leads the flock to fly and to follow."

We can be instrumental in controlling human behavior in the right direction by intelligent care in the selection of officers who make, interpret and execute our laws, by selecting efficient teachers for our schools, by demanding a high type of clergy to fill our pulpits, by providing wholesome, happy surroundings for our children, with provisions for study, recreation and play, by furnishing them good examples of approved conduct, and by giving them efficient instruction. All the effort and expense put into the improvement of human conduct bear tremendous dividends.

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Pictures in the Schoolroom

By RALPH TRACY HALE
Boston, Mass.

THE most important picture gallery to form correctly is the gallery of memory.

For this reason, if for no other, pictures for schoolroom decoration should be chosen with the utmost attention to their unconscious influence on the children who are to be exposed to them. Most of us appear to be sufficiently gifted in the direction of visual imagination to absorb from our surroundings, whether consciously or unconsciously, images which linger through a lifetime, long after the lessons in arithmetic or algebra or Latin to which we gave our deliberate and more or less concentrated attention have utterly vanished.

Children love color, and their appetite for it grows by what it is fed on. The men and women who happened to be school children in the eighties and nineties and who are now in the seats of the mighty, educationally speaking, find a world completely changed, so far as appreciation of color is concerned. In our school days—and indeed for years later—the highwater mark in schoolroom pictures would be found in a photograph of the ruins of the Roman Forum or in an equally depressing photograph of some great painting. The creator of the painting had done his work in beautiful colors, as the few persons who had seen the original in its distant gallery were ready to bear witness, but the child had no way of guessing at the color, and our Puritan forefathers had apparently given us no inheritance of a sense of color. With the new century, however, things began to improve. From southern and central Europe were coming millions whose joyous sense of color was as the breath of life. At the same time science began to produce processes of color reproduction which in a twinkling gave the necessary realization to the need for color in education. It dawned on us that perhaps we had had a sense of color all the time but had been unable to exercise it. The magazines began to come out with beautiful color work even in their advertising pages. Color was coming to be recognized as an integral part of design. The world was, in a word, at last on the way to be educated in the common beauty of color.

Progress in the last ten years has been rapid. "Art"—a word which seemed remote to most of us twenty years ago—has come to be recognized as a part of life. We have come to realize that furniture, rugs, wall decorations, household implements—all the paraphernalia of our daily lives—don't merely grow, but have to be devised, or "got up"—in a word, designed—by some one, so why not have them designed to be things of beauty rather than mere things?

Pictures are, perhaps, still the most remote of the varying objects of "art." The children in their handicraft work make furniture, they weave, and sew, and design, but they do not paint pictures! Yet they might well develop a taste for good pictures by designing and making picture-frames. And, primarily, they need the rich beauty which they can carry through their lives from surroundings in which first-rate color reproductions from the great masters have their recognized place.

Why the great masters?

Because some choice must be made, and the pictures which the judgment of time has approved are the safe first choice. The children who are exposed to them will like them not merely because they *ought* to like them—did anybody

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THE LAUGHING CAVALIER

ever really *like* anything for any such reason as that—but because they cannot really help liking them, once they are allowed to see these great pictures as they are and are given the opportunity to realize how lovely they are.

Not every picture is good to look upon merely because it is by a great master. Among all the pictures, however, that the world has lived with happily for years, there will be a goodly number to which those who are charged with the responsibility of choice can let their natural impulse lead them, secure in the consciousness that on the main question they cannot go astray.

The pictures on the walls may well be adapted to the age and experience of the children within the walls. For the kindergarten, for instance, the choice might well be Raphael's "Two Cherubs" from the "Sistine Madonna," or the same painter's "Madonna of the Chair," or Suardi's "Putto Under a Vine," or Sir Joshua Reynolds's "Love Me, Love My Dog"; for the first grade, Hoppner's "Sackville Children," or Giotto's wonderful fresco of "St. Francis Preaching to the Birds," or Miereveld's "Child with a Parrot," or Sir Joshua's "Age of Innocence"; for the second grade, Raeburn's "Boy with a Rabbit," which like "The Age of Innocence" has been so often badly reproduced that care should be taken to obtain a correct reproduction; or de Hooch's brilliant "Court of a Dutch House," or Terborch's appealing portrait of the little Dutch child "Helena van der Schalke," or Fragonard's "Farmer's Family"; for grade three, Rembrandt's "Sweeping Girl," Fra Filippo Lippi's "Holy Family," de Hooch's domestic scene of a Dutch interior with a woman peeling apples, with a child at her knee, or Velasquez's charming portrait of the Infanta Margarita Theresa; for the fourth grade, Constable's "Cornfield," or his "Bridge over the Stour," Vermeer's marvelous "Music Lesson," Mantegna's "St. George," or Rubens's portrait of his sons; for grade five, Corot's "Woodgatherers," or his "Spring," Pinturicchio's "Young Knight Kneeling," Reynolds's "Young Shepherd" or Sir John Everett Millais's great picture so filled with color and imagination, "The Boyhood of Raleigh"; for the sixth grade, Ambrosio di Predis's "Beatrice d'Este," or Pisanello's "Vision of St. Eustace," or Richard Wilson's amusing "Cricket Match," or Vermeer's "Head of a Young Girl," which E. V. Lucas has called "the most beautiful thing in Holland"; for grade seven, Giovanni Bellini's 'Portrait of a Boy," or Gilbert Stuart's "George Washington," or George Frederick Watts's "Sir Galahad," or Rembrandt's "Stone Bridge"; for grade eight, Vermeer's "Young Woman with a Water Jug," or Whistler's portrait of his mother, or Giorgione's great picture "The Three Wise Men," or van de Cappelle's "Calm at Sea." For high school pictures the choice is so wide that only a few may be here

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indicated: Ruysdael's "Oaks," Holbein's "Georg Gisze," and the same painter's "Ambassadors," and "The Duchess of Milan," Rembrandt's "Young Warrior," Leonardo da Vinci's "Last Supper," Terborch's "The Letter," and the same painter's "Concert," Titian's "Man with the Red Cap," Suardi's "Youthful Sforza Reading Cicero," da Forli's "Archangel Gabriel," Vermeer's quaint and colorful "Little Street in Delft," Giorgione's gorgeous "Castelfranco Madonna," Botticelli's "Spring," Romney's "Lady Hamilton with a Goat," Claude Lorraine's "Landscape."

In the words of Frank H. Wood, for many years chief of the Division of Grounds and Buildings of the New York State Department of Education, "Pictures to be hung on school walls should be chosen primarily for their artistic qualities and not for their teaching value. Besides intrinsic beauty, a wall picture should have the following qualifications: The subject should be suited to the comprehension of the occupants of the room in which the picture is to hang; the picture should be of good quality; the shape and size should be appropriate to the space to be occupied; the frame should be durable and in harmony with the picture and surroundings; the placement of the picture should be such that it may be seen to advantage and also fit in with the general decorative scheme of the room."

New Type Teacher-Training School

By C. E. HAGIE

Alamosa, Colorado

THE Adams State Normal School, Alamosa, Colorado, which is among the youngest of the state institutions of the country with the training of teachers as a principal objective, has committed itself to a course somewhat at variance with the customary, conventional type. In learning the technique of teaching, the slogan is "learn by doing," and the fifty-seven different varieties of courses designed to teach method and technique, etc., are conspicuous principally by their absence.

Under the new plan the prospective teacher is initiated into the mysteries of educational technique in the actual environment of a real classroom. Every problem that arises is her own problem. At first she is merely the assistant of the regular teacher of the room. One entire quarter of her training is made up of meeting and wrestling with these typical problems in her own field. Before the quarter is over, if the student has shown ability to do so, she will be given practically complete responsibility in the room. Those majoring in administrative fields do their training work in the office of principal or superintendent of the city system. Regardless of the department in which this work is done the student is under the careful supervision of the Normal's supervisor of the particular department, with whom all problems are discussed and all plans and programs worked out.

The closest co-operation exists between the city schools and the State Normal, and at the present time the city superintendent of schools teaches one of the courses in school administration. One decided advantage in such an arrangement as exists is that the teacher-training institution is provided with the most satisfactory laboratory possible to devise—an actual city school system comprising all grades and conditions to be met with in any typical community. The advantage is not all one-sided, for through the co-ordination the Normal furnishes all the supervisors for the city system, the students in training in a large measure eliminate the necessity of "substitute teachers" in the system as the student is more familiar with the regular work of the room than any outsider could possibly be, and last, but not least, a summer quarter is provided in the work of the public schools without cost to the community, for those who care to take advantage of the opportunity. The summer quarter is entirely in the hands of the supervisors and the students in training, many of whom have had some teaching experience but have not met the state's requirements for the advanced grades of certificates.

The title "student in training" has been substituted for the old terminology which no longer applies to the new type of contacts. The recruit learns by doing and, with the guidance of the supervisor, learns to master the problems of classroom organization and discipline in a thorough manner impossible to acquire merely by abstract theory and an occasional contact with a group of children brought together to "experiment on." It is possible for the prospective teacher to develop a personal teaching technique under expert criticism and guidance in a way that it could not have been acquired from a hundred classroom courses in method plus an occasional contact in the practice room.

The institution offers three types of courses: a two-year course for those who wish to prepare in the shortest possible time for the state's elementary life diploma, a four-year course leading

to the A.B. degree and either the high school or elementary life diplomas, and a broadly elective liberal arts course leading to the degree but meeting the requirements for no type of teaching certificate. This latter course has been included as incidental to serving the needs of the area from which its students are drawn in providing a liberal education for such students as are not preparing definitely for the professions. In addition a two-year elective program is available for those who desire pre-professional work. All of this work is offered without interfering with the school's major aim or special function of training teachers. All the work is made up from electives which it has been necessary to include for the adequate preparation of high school teachers as specialists in the various fields.

The first year's work in all diploma and degree courses is the same, consisting of orientation courses designed as a foundation for all future work of whatever character. It consists of a year's work in binomics, structural English, and contemporary type forms of literature extending through the year, a year's study of contemporary civilization from its various angles, and, finally, studies in art and music designed to give an understanding of types and usages and "an intellectual basis for appreciation and application." The foregoing requirements do not apply to those taking work designed as preparation for advanced work in professional or technical courses in other institutions.

One full quarter of school training is required of all students taking the two-year diploma course, and two full quarters may be required of all those taking the four-year courses leading to the life diploma. In fact, only those showing exceptional ability during their first quarter in training will be relieved of the obligation of taking all or a part of the second. Although the institution offers a wide range of subject matter, including the curriculum of a conservatory of music, one point is being rigidly insisted upon, which is that every student who attends the institution with the idea of receiving a degree must take a goodly percentage of "solid" subjects.

Under the direction of President Ira Richardson the school stands unique among state institutions in that spiritual, ethical and aesthetic values are given a large place in the emphasis throughout the various departments or divisions. Even the religious needs of the students and faculty have been provided for in a devotional period twice each week, set aside in the making of the time schedule, for all who care to participate. The exercises of this period are strictly nonsectarian and intended to provide food for serious thought and opportunity for prayer and meditation. The aim of the institution throughout is to prepare teachers with a fully rounded development intellectually, physically, spiritually and professionally.

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School Problems

Edited by a School Executive

107. Should all school bills go over the superintendent's desk, and why? (Vermont.)

Yes, all school bills should go over the superintendent's desk, especially in medium size or small places. He is the head of the school system, the person who sees it as a whole with all its needs in the proper proportion. His interest is not biased by work in any particular line. He has the opportunity to require further detail on expenses of any department of which he needs information. He may hold others under him responsible for parts of the finance connected with their particular work, but in the final, complete statement the bills should head up to him. He may apportion and sublet to assistants, districts or buildings, but this keeps the final check in totals at least in his hands.

In very large systems a school manager or business agent has been found necessary, and even here, unless he works in close harmony with the superintendent, and is an experienced schoolman as well as a good business man, some line, such as buildings, is apt to get more than its proper share of attention, while another such as textbooks may fail to receive its rightful place in school expenditure. The large city with its enormous sum of money spent on schools frequently must have a business manager, but in the ordinary or small cities and towns all bills should go "over the superintendent's desk" for his approval before reaching the school board or treasury.

108. What do you consider the most important element in good school morale? (Kansas.)

Justice—fairness. The teachers and pupils must always see the fairness of a proposition or the morale of your situation is ruined. If everybody is sure, constantly sure of a square deal then you have your basis for work set. But if there is distrust, if there is a feeling of favoritism, prejudice or unfairness of any kind you can't get far. Everybody, little and big, must have a feeling of personal consideration, a chance to express his opinion, be counted in, if the morale of your school is to be right. There is no doubt in my mind that this is the most important element.

109. How can we promote greater articulation between our junior and senior high schools? (West Virginia.)

Some ways used to bring about closer articulation between the two schools are joint teachers' meetings of both faculties; committees from both schools working on the curriculum together; a single salary schedule and one principal. The one principal idea is used where both buildings are close together as a rule.

In making out the curriculum it is recommended by many to make the break in English between the fifth and sixth grades. This gives continuity from sixth to twelfth grade. A cumulative record system through both schools helps much. There should be no junior high school graduation.

Close co-operation among the leaders of the senior high, junior high, and elementary schools needs to be constantly promoted. This is an opportunity for the superintendent as well as his assistants.

110. Do you think it wise in a small town to use the state curriculum? (Ohio.)

As a rule, yes, but never without some adaptation to your local situation. Usually the state curriculum is made by a superior group of educators who utilize many teachers scattered throughout the state. This means a high grade of decision based on conditions, the majority of which will be found in your town, but because it is of necessity a conglomerate it will need elimination and amplification in details. This adaptation is an excellent piece of work for your teachers individually and in committees.

111. Should a teacher be expected to go to church? (Maine.)

That is both a local and a personal question. From a local point of view school authorities feel sometimes that they need a teacher who goes to church. They sometimes feel that the community needs the social results thus acquired from the teacher's personality in this relation, and frequently it is an excellent opportunity for the teacher to render social service.

From the personal side of it if a teacher can find a church in his community which he can conscientiously attend he should go. Sometimes he cannot do this and goes to a neighboring community or doesn't go at all. There is an unvoiced feeling in most of our communities I think that teachers are expected to attend some church, but it is a point seldom touched on in securing or judging a teacher largely for the reason that it leads to serious misunderstandings.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Golden Mouse

(From the Hindu.)

A very poor widow one day spoke to her son as follows: "My dear son, it is well known to you how very poor we are. I have done the best I could to teach you necessary things. Within your veins is the blood of merchants and within your soul the spirit of your honorable father. Go forth, therefore, and enter some sort of trade, whereby you can keep hunger from the door." Now it happened that a very wise and wealthy merchant lived not far away. "Perhaps," said the young man, "he will give me a start, if I present myself properly before him." So saying, he started off. When he reached the wise merchant's house he found him talking to a young man. The wise merchant was very angry. "I helped you once," he cried out, "and you lost all that I gave you. It is not more gold that you need, but a better use of your own brains. That I cannot supply you. You are the master and giver in your own ivory castle, not I." Then the wise merchant pointed to a house that lay at his feet. "Why," said he, "if you but properly used the powers given you by God you could make a fortune out of that dead mouse." The young man to whom he was speaking laughed and turned away, but the widow's son went forward and picked up the body of the mouse. "Thank you, sir," he said, "for this chance you have given me. I hereby give you a receipt for this mouse. If your words are true I shall make a fortune out of it, and one day give you a gold mouse in place of it." So saying, he departed, leaving the wise merchant stroking his silver whiskers and looking after him with a queer, amused and yet wondering look in his gray eyes.

The widow's son sat down beside the road under a tree to work out the scheme which should win success. "It is evident," said he, "that my capital is very small. I must, therefore, seek the best market for it. That means I must sell it where it will be appreciated at its full value. Who will appreciate it more than a cat that eats it? Who will pay money for it but the owner of the cat?" Whereupon the widow's son sprang up and carried the mouse to a rich woman who had so many cats to feed that she was at her wit's ends half the time. From her the widow's son received five little coppers. Again he sat down under the tree to plan further his pursuit of fortune. "It is evident, now," he said, "that my fortune is very small. Still it is in copper coin and not in a mouse's dead body. That is something. What shall I buy with my five coppers that will yield me a silver piece?" As he thought he kept his eyes open. A woman went by. "I might sell her lace if I had it," he said. A boy went by. "I might sell him a toy if I had it," he said. A rich merchant went by. "I might sell him a jewel if I had it," he said. "But, alas, my five coppers will buy none of these things." Just then five woodchoppers went by loaded with wood. "Alas," cried one, "my tongue is like a chip. What would I not give for a cup of barley water!" "Aha," cried the widow's son, "I have it." He jumped up and ran all the way into the village and bought a pound of crushed barley with his five coppers. He then cut in two a big gourd and five little gourds and cleaned out the insides. He then had a big bowl and five cups. From a running stream he got the clear, cold water that he needed and, mixing in the barley, met the five woodchoppers on their next trip into town, at the very same spot where he had heard one talk.

"There can be no better place," said he," "for, when they reach this tree, they have climbed a big hill in the open sun, and are far off from any source of drink." "For ten pieces of wood," he called out, "I shall give each of you a refreshing drink of my barley water." "It is nectar," cried the woodchoppers as they smacked their lips over the second cup. "Never did one taste anything so good as that." When they had gone the widow's son took the twenty pieces of wood and split them very fine and tied each in a neat bundle and went through the village calling out: "Kindling for sale! Easy to light! Easy to burn! Two coppers a bunch to any and all!" In no time he sold his kindling, for no one had ever thought to prepare wood in that way before. At the end of the day the widow's son had five silver pieces in his palm. Bright and early the next morning he sat under the same tree. Before him was his gourd of barley water and ten cups. "While I wait for the woodchoppers," said he, "I must plan the use of my five silver pieces. Let me see. I could sell the dead mouse because cats suffer hunger;—I could sell my barley water because woodchoopers suffer thirst;—I could sell my kindling because people must light fires. Now there is left the following to choose from. People have need of clothes. They have need of shoes. They have need of amusement. They suffer cold. Aha!" he cried out. "The winter is coming. The forests are far off. I shall sell my wood for kindling, save the money and with it buy the land on which the timber grows." Faithful to his word the widow's son sold barley water to all who came by during the long, hot summer, and at the coming of winter had so many gold pieces that he could not hold them in his two hands. From then on it was easy—easy to buy distant timber land,—easy to hire men to cut it,—easy to bring it into the village, on the backs of donkeys, and easy to grow richer and richer. At last the day came when the widow's son was as rich as the wise merchant. On that day he journeyed to the shop of a goldsmith and said: "I have a debt to pay. Make me a golden mouse. Have it perfect even to the whiskers on its nose and the curl of its tail." In three days the mouse was done and the widow's son took it in person to the wise merchant. "Behold," said he, "the dead mouse returned to you in gold as I promised. I wish to thank you for the dead mouse you gave me, for truly upon it I built the great fortune I possess." "Thank only the master in your own ivory castle," said the wise man. "I rejoice with you and honor you, my son, for you have proven fully that hard work and clear thinking are the two great keys to the treasure houses of men."

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Doing Our Best

Just below my house in a sunny spot is a very old apple tree. During a great storm last winter the weight of the snow and the sweep of the wind split its old trunk apart, leaving it prostrate upon the field. One day I found my neighbor standing near the tree looking sadly at the ruin that it made. "I suppose you will cut it down, now," I remarked. My neighbor shook his head. "No," he replied, "I shall leave it as it is. There is still a strip of bark that is unbroken. I believe the old tree will flower once more before it dies.. For forty years it has gladdened this hillside with its pink flowers and its ruddy fruit. While there is a blossom in its roots I shall let it stand." Yesterday I went down to where the old tree lay. At the end

of every twig the soft gray promise of a lovely bud, with just the faintest but most glorious pink showing along the edges of each little outside clasp. The old tree would flower once more. Even in its old age and on the verge of death it would renew its youth as brilliantly as in the days when it looked up to heaven with all the fires of youth purpling its bark. There, before my very face, was unfolding a miracle of love and usefulness in which a dumb and, to our foolish eyes, a senseless creature of the field was living its warm life out to the very end with no faltering and no complaining and no sign of weariness or decay. Not far away from the old, fallen tree was a young sapling just coming into bloom for the first time. I took a beautiful bud from each tree and compared them point by point. I could see no difference. Neither age nor youth entered into the perfection with which each was wrought,—only a sublime wisdom and a love of order and a desire for beauty, and a yearning for the creation of some useful thing. So it came to me that neither age nor youth, nor health nor decay are elements in the working out of the great plans of God. They merely mark the beginnings and the end, but the purpose is all beautiful and the workmanship on the last bud remains as exquisite and wonderful as in the first. And so it is with man. We see a mighty Homer singing his songs of eternal beauty, while he gropes his blind way about the earth. We see a Stevenson unfolding the buds of his sweet thinking while he lies stricken on his bed of suffering and death. We see a glorious Milton singing in the subject of his inspired spirit while his earthly eyes are sealed in an eternal night. When we know that such things are true, how the claims of the body fall away and disappear; how the purpose in the spirit surges up to light, unfolding its million buds of beauty in the eyes of God. Not for us, the task of asking whence or why, save as we ask it in the spirit of a friend, but ours the certainty that all things in life are good, save as we warp them with the human will; ours the consoling surety

"That they also serve who only stand and wait."

The Master's Touch

Before you sits an inkwell full of black ink. Like a treasure chest that well hides from the eye a million lovely things. Can you take a pen and withdraw a treasure from it and place it on a white page for other eyes to see? A Rembrandt could glorify a sheet of paper with three drops of its magic. On your wash-stand sits a piece of soap; within it are locked up a million airy shapes, frail fairies skipping under roots of oaks, lovely friendly faces, prows of noble ships. Can you unlock one of these bits of beauty with a simple pen-knife acting as a key? A Michelangelo could change that worthless bar of soap into a treasure upon which man would not set a price.

Around you are the golden moments of this blessed day. In them are all the smiles and all the joys and all the happy words that are needed to make life a pleasant memory and a song. Can you seize on the moment that you have and brighten it with the lustre of a noble deed?

A Lincoln with a look, a word, a smile, could give to a fleeting hour an immortality.

In this little poem all this is beautifully expressed. I want you to notice the nobility of the line, "Let not the music that is in us die."

THE MASTER'S TOUCH.

By Horatius Bonar.

In the still air the music lies unheard;
In the rough marble beauty hides unseen.
To make the music and the beauty needs
The Master's touch, the sculptor's chisel keen!
Great Master, touch us with Thy skillful hand!
Let not the music that is in us die!
Great Sculptor, hew and polish us; nor let
Hidden and lost, Thy form within us lie.

The Wonderful World

Some people forever preach the smallness of man in the universe. They say he is but a speck on the earth which the angels can see only through eyes that have some of the qualities of wonderful microscopes. I remember once a professor showing us a ball the size of an orange and saying: "Boys, there is a thin layer of varnish over this and yet, if the world were reduced to the size of this ball, Mt. St. Elias, the highest peak on its surface, would not project through the thinness of the varnish. As for man, he could not be found with my most powerful microscope." At the time I was very much impressed. Since then I have thought things over, but why tell you what I think when this gem of a poem so wonderfully expresses in its last two lines the beautiful and important truth.

THE WONDERFUL WORLD

By William Brighty Rands

Great, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast,
World, you are beautifully dressed.

The wonderful air is over me,
And the wonderful wind is shaking the tree—
It walks on the water, and whirls the mills,
And talks to itself on the top of the hills.

Ah, you are so great and I am so small,
I hardly can think of you, world, at all;
And yet when I said my prayers today,
My mother kissed me and said, quite gay:

"If the wonderful world is great to you,
And great to father and mother, too,
You are more than the earth, though you are such a dot!
You can love and think, and the world cannot!"

For I Dipt Into the Future

When we consider that Alfred Tennyson died before the first airplane was driven into the blue heavens, a new companion of the birds and clouds, the following poem becomes a marvelous proof of the insight that every true poet possesses, and expresses in his verse. The first part of his vision has, alas, come true. We have "heard the heavens fill with shouting" and have felt "the ghastly dew" and have seen "the nations' airy navies grappling in the central blue." Will the last part of the poet's prophecy be brought to pass? Will the "common sense of most hold the fretful realm in awe" and will "the kindly earth" at last find peace "lapt in universal law"? Yes! All this will come to pass, when man learns the great lesson of life that peace and joy and understanding come only to those hearts that have spent their powers in unselfish service for all mankind.

FOR I DIPT INTO THE FUTURE.

By Alfred Tennyson.

For I dipt into the future, far as human eye could see,
Saw the Vision of the world, and all the wonder that would be;
Saw the heavens fill with commerce, argosies of magic sails,
Pilots of the purple twilight, dropping down with costly bales,
Heard the heavens fill with shouting, and there rain'd a ghastly dew
From the nations' airy navies grappling in the central blue;
Far along the world-wide whisper of the south wind rushing warm,
With the standards of the peoples plunging thro' the thunder storm;
Till the war drum throbb'd no longer, and the battle-flags were furl'd
In the Parliament of man, the Federation of the world.
There the common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber, lapt in universal law.

EDUCATION IN ACTION

Filipino Students Coming To Debate Independence

To let the American people know that the Philippines produce something beside fiery politicians and flashy Malay boxers, the University of the Philippines is sending a debating team to meet those of prominent universities of the United States. Although the subject to be argued was chosen by the mainland institutions, it is highly to the liking of the island team—"Resolved, that the Philippines should be granted independence." The Filipino orators will engage the Universities of Southern California, Minnesota, Michigan, George Washington, Indiana, Wisconsin, Iowa, Harvard and Bates College.

All-Year School Cuts Number of Failures

"Approximately $200,000 of every $1,000,000 spent on public schools is to re-educate failures," declares Warren A. Roe, vice-president of the department of elementary principals, National Education Association. "Taxpayers do not know the tremendous cost of re-educating failures. School financial statements conceal such costs. Changing five or ten-month terms to three months and operating school districts twelve months increases educational opportunity, increases service, produces more successes, reduces overhead, reduces failure and makes education a full-time job," he asserted. Mr. Roe added that "the health of children and teachers is better, for vacations may be taken during any three months. A real correlation of health and vacation between business, home and school is made when recreation is not limited to two summer months. Children live day by day. They are not born to suit school terms. They do not cease growth in June or begin in September. Much that we know of child development, both physical and mental, mocks our stated calendar terms and challenges our grades and classes. The all-year school is a completely co-ordinated unit offering educational opportunity all the time to all who can utilize it."

Royalty of India Seeks American Reading

Her Highness the Begum Mother of Bhopal, Central India, has written the Federal Bureau of Education to send her a number of the Bureau's home-reading courses for use by her granddaughters. In explaining the need for a careful selection of books the letter points out that the social usages and religious restrictions of the country enjoin upon the granddaughters a strict observance of "modesty and morality," it being "religious that they should cover their whole body down to ankle in a way that nothing of that covered part could be seen through."

Elizabeth Schools Take Up Aviation

Public schools of Elizabeth, N. J., have been added to the growing list of schools teaching aviation. The study of aviation has been made a part of the regular work in physical science, social studies, shop work and club activities, according to a report submitted by School Superintendent Ira T. Chapman to the Guggenheim Foundation for the Promotion of Aeronautics. He is a member of a committee of school men studying the introduction of aviation instruction in the schools. Superintendent Chapman declared recent flights have helped the study of geography. Aviation as a new means of transportation is included in the study of history. Science teachers have been instructed to set forth in detail the places in which the classwork touched upon aviation. These included the study of weather conditions, the properties of air and various laws of physics. Boys in some of the shops and in their homes have made model airplanes. Two aero clubs have been formed and have an enrollment of about seventy-five boys.

Debating Teams Have Training Table

A new method of preparation for intercollegiate debates is being introduced in this country. The plan is to have all members and candidates for debating teams eat together at all meals, after the fashion of athletic teams. Harvard University and Wesleyan University, Middletown, Conn., have instituted "debating team training tables." The purpose is to enable the debaters to discuss informally their ideas and plans for debates as they eat and not to maintain a balanced diet.

Says Students Lack Aims

The lack of "centralization" in modern school and college systems is producing students who have little interest in real learning, in the opinion of Professor Harry Overstreet of New York City College. Dr. Overstreet characterized the present era as "the age of disappearing magic." But getting rid of "magic" has brought the world a sense of loss of unity, he added. Modern education, he said, has become devitalized because of numerous new scientific discoveries. Consequently, he added, the student drives at no central goal.

Truant School Plan Considered Obsolete

More up-to-date methods should take the place of the old-fashioned truant school in Massachusetts, Alfred F. Whitman, executive secretary of the Children's Aid Association of Boston, urged in an address before the recent state conference of correction. Five such institutions, with populations from 20 to 100, cost the taxpayers from $10 to $20 a week for the support of each boy, he said. Mr. Whitman recommended that boys whose lack of interest in school is admittedly the product of circumstances, such as neglect or unwise control at home or unsuitable courses at school, should not be treated as criminal offenders, but that attendance officers should investigate the case and help to put the responsibility upon the parents.

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CHICAGO

Missionary Colleges In China Now Open

Most of the missionary colleges and universities in China, and more than half of the mission-conducted middle or high schools, are now in operation after the military and political disturbances of last year, announces Dr. Leslie Ross, secretary of the Foreign Missions Conference of North America. Dr. Ross said that he was informed that a large number of these institutions have registered in compliance with regulations of the Peking, Nanking or Hankow governments.

Teaching Lures Increasing Numbers

More and more individuals seek careers as public school teachers each year, declares Dr. Ned Dearborn, in charge of teacher-training work for the New York State Department of Education. This increase in prospective teachers presents a serious problem of selection for those engaged in teacher-training work, he said, because the supply is greater than the demand. Ideally, and eventually, this opportunity for selection will raise the standard for public school teachers, Dr. Dearborn explained, but it precipitates an immediate practical problem of some delicacy in determining what the basis for selection shall be. Dr. Dearborn said that extensive tests were being made among the first-year students at the training schools to find a sound basis for later selective standards. One reform which the speaker said he hoped would be eventually accomplished would be a universal requirement of a four-year course in teachers' training schools.

Striking Pupils Must Learn 19 Amendments

Spring fever came at a high price for fifty high school students in Dallas, Ia., recently when the mercury rose above eighty. They betook themselves from their classrooms to frolic in the glades near town. The walkout was regarded as a strike by school authorities, who decided that the truants must do penance by memorizing the entire nineteen amendments to the Federal Constitution. Failure to commit them to memory will rest in the students losing all credit for the last six weeks of school. All elected to memorize the amendments.

Cabinet Member Sings for Pupils

Out of the abundance of his experience with and love for children, James J. Davis, United States Secretary of Labor, delighted children at the Gilbert Stuart School in Dorchester, Mass., recently when he paid them an impromptu visit, spoke to them of the joys of education, and sang them a little Irish song. He told them a little something about the more moderate opportunities for gaining an education that there were when he was a boy. He urged the children to make the most of their school work, "not simply because it is the thing to do, but because even the things that you sometimes find dull and tedious now will stand you in good stead later on." Up to that point it was simple and rather like having almost any distinguished visitor at the school. But then Mr. Davis said something wonderful: "Would you," he said, smiling broadly, "like to hear me sing a song? I could sing for you 'The Hat My Father Wore.'" Mr. Davis needed not to ask a second time. A nice little Irish tune it was, and a nice sentiment for all children, and not without its amusement, too.

For More Men Teachers

A plea for more men school teachers in suburban communities about Boston was made recently by Mrs. Ervin A. Harvey of Melrose, Mass., acting chairman of the educational committee of the New England Women's Club. "My boy is attending a school in Melrose where the principal is a woman. I believe that the situation in many of the schools, especially in the smaller communities, is deplorable. Boys in the seventh and eighth grades need the influence of men teachers and principals—moral support. I am sure that if there were more men it would help in the present spread of lawlessness. Something should be done to allure men into the teaching profession in our primary schools."

College Men Called Superior

As the result of a recent survey he has made with a view to determining the relation between education and income, Dean Everett W. Lord of Boston University's College of Business Administration has announced that, in his estimation, college men prove beyond a doubt their superiority in the matter of earning a livelihood. Dean Lord's figures show that the greatest yearly income of an average man with only an elementary education is $1,700, whereas the average high school graduate gets as high as $2,800 a year, and the average college man can obtain a maximum of $6,200. Dean Lord's survey also shows that in a case of men with little education, their maximum earning capacity is at the age of forty-five, and that a college man's income may steadily rise to reach a high point at the age of sixty-five. Dean Lord also points out that although only about one per cent. of American men have gone to college, yet three men out of every five in "Who's Who" are college graduates, and consequently are the figures of importance and leadership in the nation.

Special Teacher To Improve Spelling

The prevalence of poor spelling among children of the present generation is due to indiscretion of teachers in regard to difficult words, according to W. S. Guiler, newly appointed "spelling specialist" of the Columbus, O., schools. Guiler, who was sought out in an effort to improve the method of teaching spelling, is one of the highest paid spelling teachers in the country, receiving $125 a week. "Teachers try to inject many words such as 'asafetida,' 'Littoral,' and 'phthisic' into a spelling course," he said, "while they neglect many words of daily use. However, although the spelling of present-day pupils is poor as a rule, it is better in comparison to that of their parents and grandparents. It should be, with improved modern facilities for learning." Guiler also believes too many words are included in the spelling courses of the lower grades. More spelling should be taught in the junior and senior high schools, he said.

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Harvard Men Are Declared Truthful

W. H. Nelson, who became an assistant dean at Harvard College last fall, told a gathering of 800 students at the annual sophomore smoker at the Harvard Union that his outstanding impression of Harvard students is their truthfulness, straightforwardness and honesty. "No matter what sort of a jam the boys I have had charge of have gotten into," he said, "and no matter how difficult, embarrassing and costly it has been for them to tell the truth—they always give it out, right straight to your face, and then say they are ready to face the consequences. Until I came here as assistant dean this fall, I never dreamed that there was a group of men, either old or young, who had such nerve in that respect." In this connection it will be remembered that in the centre of Harvard's seal is the word "Veritas."

Will Cut Costs Of Women Students

Plans for a co-operative housing project to be put into operation next September at Boston University are being arranged by Mrs. Lucy Jenkins Franklin, dean of women at the university. Women from all departments of the university are being interviewed by Dean Franklin to find out the present rates and expenses of the students living about the city. The object is to reduce the living expenses of the women students. First action on the plan will be taken in the fall, when a house for a small number of women will be chosen. A committee of the B. U. women's council will see to the furnishing of the house, in which there will be a dining room for teas and dances and parlors for entertaining. One of the young women students will act as director and take charge of the finances and expenses. Another will be stewardess, while others will have definite work to do.

Youthful Film Actors Attend School on "Lot"

An average of twenty-eight children a day find employment with motion picture production companies in California, and work under good conditions with a parent or guardian attending them, declared Fred W. Beetson, vice-president of the Motion Picture Producers and Distributors' Association. Besides being accompanied by a parent or guardian the welfare is supervised by teachers appointed by the board of education. Practically all studios have provided schoolhouses for the children, complete set of books selected by the school authorities of Los Angeles, and they study as if they were attending public school, he said. Beetson said the children work only four hours a day, spending the balance of a possible eight-hour day in recreation and study. Only those children are selected for parts who are well up in their studies. This condition of working surroundings is brought about by the co-operation of the school board. He paid tribute to Raymond B. Dunlap, director of child welfare of the board of education, who joined with him to father the movement four years ago.

Nothing Compared To Our Neighborhood

Two college co-eds of Stephens, Columbia, Mo., confined to the campus for an infraction of rules, decided to stage a phonograph marathon. The mark they set out to beat was that of some anonymous hero who was reported to have played the same record 108 consecutive times. Stepping up the revolution-per-minute speed to the maximum, they listened to the same record 141 times. It took them five hours.

Japanese to Study American Colleges

Four professors from Japanese universities have arrived in this country after making a study of European educational systems. The professors will make a short study of American universities and then return home by way of San Francisco. They passed two years in Europe at the expense of the Japanese Government, surveying methods of education and equipment of European centres of learning. Their survey convinced them, they said, that Japan is the equal of any of the modern nations in educational matters. The group includes Masato Masaki, professor of European history at Keio University, Tokio; Fumio Ito, professor of navigation, Kobe Nautical College; Takamoaro Inoue, professor of constitutional law, Formosa University, Formosa, and Tomoshiro Dobashi, professor of administrative law, Formosa University.

Country Hotel Given College

Western Reserve University has received one of the queerest legacies in its history—a country hotel with a sulphur mineral spring as its principal feature. R. Don Reynolds, a graduate of the university, was the donor, his will providing that his alma mater be given his pet holdings.

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Sincerely,
(Signed) Maude E. Stickney."

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ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

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THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

TREND OF THE TIMES

CENTRES OF INDUSTRY and population of the United States are gradually moving westward toward the centre of agriculture, and the latter, in turn, is a bit nearer the geographical centre of the country than it was a few years ago. The industrial centre has moved seventy-five miles south and west in the last eighteen years, and is now in northern Indiana. The centre of population is also in Indiana, in Owen county, 170 miles south and slightly west of the industrial centre and almost at the Illinois state line. The agricultural centre is southwest of Hannibal, Mo., and the geographical centre near the middle of the northern boundary of Kansas, close to Nebraska.

CIVIL WAR inmates of the National Soldiers Homes will all have passed away by 1939 according to statistics recently submitted by the director of the Veterans Bureau and brought to the attention of Congress by Representative Rankin of Mississippi. "Sooner or later," Rankin asserted, "it will be necessary for the Veterans Bureau to take the homes over."

KU KLUX KLAN has changed its name to "Knights of the Great Forest" and unmasking of members was ordered by Dr. Hiram W. Evans as imperial wizard of that organization. The reason, according to Dr. Evans, is that the klan, following its reorganization in 1920, has completed the first phase of its work—promoting 100 per cent Americanism by stopping unrestricted immigration—and is now entering upon the second phase—an intensive effort to promote the Americanism of aliens now within our borders.

AT NO TIME during the Coolidge administration has there been more of a split between chief executive and Congress than now. Four courses are being pursued by Congress with which the President is openly out of sympathy—flood control, farm relief, tax reduction and appropriations. His economy policies lead him to feel that the new Congress is too free with the taxpayer's money.

COMPULSORY MARRIAGE at an early age is favored by T. P. O'Connor, Member of Parliament. "If I were dictator of this country every girl should be married at eighteen and every man at twenty-one—if necessary, by compulsion," he said. "Tay Pay" also advocated "Votes for Flappers," as he said the average woman of twenty-one had twice the sense of a man of the same age; but he didn't indicate whether it was for this alleged disparity in intelligence that he advocated early marriages.

BILLBOARDS and hot-dog stands may replace the palm trees at each oasis and flocks of cars eliminate camel caravans if plans of a French company for establishing motor routes through Sahara Desert materialize. Routes are being mapped through the sand waste between Algiers and the Sudan in an effort to facilitate government administration and military command and develop the desert country. Many cars have already traveled the desert and it is intended to have more do so.

CONTACT with the white man has reduced the Indian population of America north of Mexico from approximately 1,153,000 pure bloods in their aboriginal state to about 406,000, including a high percentage of mixed bloods, in recent times. These are the totals arrived at after extensive investigation by the late James Mooney of the Bureau of American Ethnology, Smithsonian Institution. The story told by Mr. Mooney's figures is not a cheerful one. It shows tribe after tribe wiped out by the diseases, the guns and the dissipations of the white man.

AMERICAN MOTOR CAR industry, despite almost prohibitive tariffs, is winning supremacy in central Europe, it was said by many Austrian newspapers in commenting upon the opening of the automobile show at the International Fair in Vienna. Two-thirds of the exhibitors are Americans. Almost all the leading motor makers in the United States are represented. American participation also is unusually strong in other branches of the fair.

CHEMISTRY stands guard over the new four-story 10,000,000-pound vault of a New York safe deposit company, and any nocturnal prowlers who hope to enter with the aid of an oxy-acetylene cutting flame probably will be asphyxiated before they have a chance to express their surprise. The vault not only is protected by metal which resists flame, but also is entirely surrounded by a chemical compound which, when subjected to the heat of an attacking torch, throws off dense volumes of smoke and gas said to be so powerful that even a gas mask is useless.

NEW YORK CITY'S legitimate theatres and motion picture houses have a million and a half patrons each week day, according to estimates by William F. Quigley, commissioner of licenses, in his annual report. The document lists 208 theatres and 580 motion picture houses, with a total of 858,973 seats.

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The BOOK TABLE

MUSIC APPRECIATION FOR THE JUNIOR HIGH SCHOOL. A Series of Progressive Lessons in Listening. By Mabelle Glenn, director of music, Kansas City, Missouri, and Margaret Lowry, educational director of the Kansas City Symphony Orchestra. Paper cover. 48 pages. Illustrated. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

"Music Appreciation for the Junior High School" is a real creation in school service. Kansas City, Missouri, has won national fame by its school music and the credit therefor is due Mabelle Glenn and Margaret Lowry, authors of this important school book creation.

Today, more than ever before, the attention of educators is being directed to the junior high school age and its problems. With the increasing popullarity of the radio, the phonograph, the reproducing piano, and the increasing use of the world's best music in churches, moving picture houses, and theatres, it is easily understood why educators agree that the appreciation of music is an experience which men and women in all walks of life need throughout life, and therefore that Boards of Education are justified in giving such training at public expense.

Misses Glenn and Lowry realize that folk music, descriptive music, music of strongly contrasting moods, characteristic dances and beautiful melodies, all types that make an immediate appeal, should have first place. They emphasize the fact that this is not the time to dispense information about composers, dates, style, and factual material in general. The objective is to draw from the pupil and not to pour into him. The purpose of these lessons is to develop a feeling for music and not skill in written expression.

Pictures are used as an aid in showing that all art expression arises from the needs of the people and that types of music, painting, and literature develop as these needs change. The pictures are introduced to emphasize the impression made by the music.

The authors have discovered that it is necessary to include some singing by the pupils in every music period in the junior high school. The great desire of pupils at this age is for self-expression, and the introduction of singing in every appreciation lesson will add greatly to their interest and enjoyment. Vocal music is the background for appreciation. This book is as important a contribution to other phases of adolescence as to music.

WHEN GRANDFATHER WAS A BOY. By Carolyn Sherwin Bailey. Illustrated by George Gillett Whitney. Cloth. Illustrated. 164 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Here are thirty-four stories of life in the country "When Grandfather Was a Boy." It would make the country life more than half a century ago real if children would read these stories. They would enjoy them and life in the country would be real. We wonder how children today can be induced to read this book when there are so many things to divert attention from books.

PRUNES AND PRISMS, WITH OTHER ODDS AND ENDS. By Charles Hall Grandgent. Cloth. Artistic Binding. Cambridge: Harvard University Press.

Professor Grandgent of Harvard is one of the few essayists of today whom people read because of his essay art. He does not have to make a fool of himself in criticism in order to write attractively of the education of today, of the Ku-Klux Klan, of the over-sexed, of the over-fondled child, and of the student desire for "the quickest of quick service in the nearest spot and nourishment rapid of digestion."

Dr. Grandgent is an essayist who can mix fact and fiction without demonstrating "inferiority complex," who can write of parental sentimentality without being an anaemic traditionalist. He has written ten thousand words on "Prunes and Prisms" and neither word seeps into his essay more than once. He comes as near revealing a real literary personality as any modern essayist whom we really enjoy reading, regardless of his subject, and somehow he manages to touch as many subjects in which we are interested as Woolworth is of selling me something for five cents that I do not want.

ESSAY WRITING. A Handbook for the Use of Teachers. By R. D. O'Leary, University of Kansas. New York: Thomas Y. Crowell Company.

Professor O'Leary has written so interestingly on "Essay Writing" that it is as captivating as any book on any phase of literary production as we have read in many a day. He knows what any reader would like to know about the creation and the creators of the literature of the day, and he has the art of sustaining the reader's interest in every paragraph. It is highly creditable to the University of Kansas that it has as the head of its department of English a man who practices as good writing as he writes about.

THE GOLDEN TRUMPETS. By Blanche Jennings Thompson, City Normal School, Rochester, N. Y. Illustrated by Helen M. Torrey. Cloth. 163 pages. New York: The Macmillan Company.

Rochester, New York, has made contributions to many phases of industrial and commercial life. It is almost a century since the Erie Canal made Rochester the great flour city of the new world, and there has been no time since she lost her prestige in flour making to St. Louis and later to Minneapolis that Rochester has not been the leading city in the new world in some notable achievement. For a third of a century that city has not been the creator of something of national interest in educational progress. Blanche Jennings Thompson with her "Silver Pennies" and "The Golden Trumpets" is simply playing true to form in the famous city of flour and flowers, from Gilbert to Weet, from Kodaks to educational films. Her fairies have the genius of modern vision.

OUR NEIGHBORS IN SOUTH AMERICA. By Walter Lefferts, Ph.D. Cloth. Illustrated. Philadelphia and Chicago: J. B. Lippincott Company.

Dr. Lefferts has created an interesting plan for developing human interest of children in the social, domestic, industrial and civic life of the peoples of whom he writes.

Books Received

"Contributions to Education." (Volume 2.) By J. Carlton Bell, Ambrose L. Suhrie.—"Government and Business." By Earl W. Crecraft.—"Child Accounting Practice." By Abel J. McAllister and Arthur S. Otis. New York: World Book Company.

"A Guide to Literature for Character Training." By Edwin D. Starbuck, Frank K. Shuttleworth, and assistants.—"An Adventure with Children." By Mary H. Lewis. — "Answers to Study-Guide Tests in American History." By M. J. Stormzand. —"The American and the German University." By Charles Franklyn Thwing.—"Readings from the New Poets." By William Webster Ellsworth. New York: The Macmillan Company.

"Statistical Methods for Students in Education." By Karl J. Holzinger. Boston: Ginn and Company.

"The Essay." By R. D. O'Leary. New York: Thomas Y. Crowell Company.

"Latin, First Year." By Ralph Van Deman Magoffin and Margaret Young Henry, with a "Latin Playlet," by Lillian B. Lawler. New York: Silver, Burdett and Company.

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GRINS BETWEEN GRINDS

Regrets

Ole—"Tillie, vill you marry me?"

Tillie—"Yaas, Ole."

A long, deadening silence falls.

Tillie—"Vy don't you say something, Ole?"

Ole—"Vell, Oi toink Oi say too much already."

Same Thing

Salesman—"Let me sell you a machine that will add, subtract, multiply and divide."

Business Man—"I have one now."

Salesman—"What kind?"

Business Man—"My car. It adds to my expenses, subtracts from my bank account, multiplies my troubles and divides my family."—New Haven Register.

Which Insect?

"Mummy, do you say 'It is me' or 'It is I'?"

"Always remember the rhyme: 'It is I,' said the spider to the fly."

"I see—but couldn't you say 'It is me,' said the spider to the flea?"

First Thing

The Sunday school teacher had been telling her class all about the cannibals and the missionaries who went to foreign places. "Now children," she asked, "what do you think would be the first thing the missionaries should teach the cannibals?" "Please," suggested Billy, "they should teach them to be vegetarians."—Vancouver Province.

His Profession

Jackson—"Yes, I've often gone over the top."

Crowther—"That so? Where were you stationed in France?"

Jackson—"I never was in France; I am a barber."

Strange Delusion

Physician—"Are there any cases of insanity in your family?"

Grace—"Well, my father thinks he is the head of the family."

Our Other-Country Cousins

"Tommy," asked the teacher, "what can you tell me of America's foreign relations at the present time?"

"They're all broke," answered the brightest boy in the class.—Household Guest.

Estate

One—"Did you hear about the traveling salesman who died?"

Two—"No, shoot."

One—"Left an estate of 500 towels and a hotel key."—Vancouver Province.

Rather Be Deaf

"Is your husband trying anything to cure his deafness?"

"No, he's postponed it until our boy has finished learning to play the saxophone."—Pathfinder.

Not a Fussy Person

A Welshman was crossing a bridge at night when he heard a voice from the river crying "Help! help! I can't swim!"

"Neither can I, Evan Thomas," replied the wayfarer, "but I don't make a fuss about it."—Tit-Bits, London.

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JOURNAL MAIL BAG

Early Instrumental Training

Editor, Journal of Education:—

Early instrumental training in the form of the so-called Toy Bands has created an interest throughout the whole country and every director of music observes with an open mind any new angle of this pre-orchestra training.

At the recent National Education Association Convention of School Superintendents, 175 first grade Boston school children from nine different schools played as one large band, without ever having had a combined rehearsal.

John O'Shea, director of music for the Boston Public Schools, was responsible for the unprecedented success of the demonstration. His vision into the value of ensemble playing in lower primary grades has made it possible for each school to be equipped alike with a specific standard outfit of instruments properly balanced in tonal contrast. Having the courage of his convictions and a knowledge of what can be accomplished in pre-orchestra training, he gave to the superintendents an actual demonstration of classroom work without embellishments.

Knowing Mr. O'Shea as well as I do, he would most likely say that there was nothing remarkable about the combined playing of these children. He would be quick to give generous credit to the women assistants in his department, as well as to my own efforts in standardizing the type of instruments and scores for the players.

Those of us who are in close touch with ensemble playing in the lower primary grades feel that the recent Boston demonstration has a deep significance. It points out clearly that leaders in school music are taking a keen interest in the beginning of instrumental training, and we hope the time has come when junior high and grammar school orchestras will not have to struggle for right habits of listening, concentration, rhythmic response and such simple problems, but that all this and more will be accomplished before children read a note of music.

Already there is dissatisfaction among music directors in calling this worthwhile musical activity the Kiddie Orchestra, Toy Band, Baby Symphony and other such foolish names.

Recently one of our Boston Symphony Orchestra leaders, who is too modest to let me mention his name, made the statement that the playing of little children such as he heard at Symphony Hall and at the N. E. A. convention was decidedly Percussion Ensemble.

At first thought this sounds too elaborate a name, but when one considers that during the musical education of children the string, woodwind and brass ensemble become familiar names to them, there seems no reason why percussion ensemble should be ignored.

To those who are familiar with the joyousness expressed by groups of little folks as they play their selections, there comes a feeling of certainty that this experience has come to stay, for the children have placed their stamp of approval upon the "band," and it is for us to direct this interest into the right channel by making Percussion Ensemble of real value to the musical education of children.

Very truly yours,

Grace Drysdale.

Cambridge, Mass.

A Pioneer Music Educator

Editor, Journal of Education:—

After an illness of many months, Charles Harris Congdon, long identified with music education in this country, died at his Marshall Falls home, East Stroudsburg, Pennsylvania, March 23, in his seventy-second year.

He was graduated from the State Normal College at Mansfield, Pennsylvania, in 1876. From 1885 to 1896 he was director of music in the public schools of St. Paul, Minnesota. He was the first to group school children in the living flag, and under his direction 2,200 of them in flag formation made their performance at the G.A.R. National Encampment in St. Paul in 1896 a notable event.

Mr. Congdon contributed in no small way to the appearance of "The Modern Music Series," by Eleanor Smith, where was introduced for the first time in public school music teaching, the singing of beautiful songs as the basis of technical instruction. He became a member of the Music Department of Silver, Burdett and Company, and with Robert Foresman was largely responsible for the early extended use of "The Modern Music Series."

Later, Mr. Congdon organized, and to his death conducted, his own company, which published the Congdon Music Readers, Charts, Reading and Teachers' Books, and miscellaneous material. He was the inventor of Congdon Chromatic Pitchpipes; also other educational equipment.

Theodore Roosevelt selected Mr. Congdon to lead the singing at the Progressive Party's Convention in Chicago in 1912. He was prominently identified with the Music Supervisors' National Conference from its first

meeting in Keokuk in 1907, and until recently was seen at all the important music conferences and national educational gatherings in the country.

Few educators or publishers have enjoyed a more extended acquaintance than Mr. Congdon. He was an originator of ideas, an able judge of music, and for half a century he held a unique place in the educational and business world.

Charles G. Griffith.

March 30, 1928.
Newark, N. J.

Recognition of Heroes

Editor, Journal of Education:—

In the history of science one of the amazing stories is that of the conquest of yellow fever. For several months magazine articles have been giving publicity to our country's share in this achievement. The immediate reason for recalling these incidents of twenty-seven years ago is the discovery that the surviving yellow fever heroes or their dependents are in need. We are proud of their heroism. Major Walter Reed, head of the Commission, when transmitting his report said: "In my opinion this exhibition of moral courage has never been surpassed in the annals of the army of the United States." Certain it is that as a nation we are unwilling these heroes or their families should be in want or dependent on private charity.

There is now pending the Copeland-Wainright Bill intended to recognize the services of these heroes through suitable pensions for themselves or their dependents. The bill also aims to establish a continuing plan for expressing in years to come our country's obligation to those who serve the public in similar ways. This effort is sponsored by the New York Association of Biology Teachers led by James E. Peabody of the Morris High School, New York City.

It is hoped that those who are interested in the passage of this bill will write to Hon. John M. Morin, chairman House Committee on Military Affairs, Washington, D. C., and to representatives and senators from their own states.

Since Congress will not remain in session much longer letters endorsing the Copeland-Wainright Bill should be sent promptly.

Sincerely yours,
Hannah Hume Lee.

April 5, 1928.
Boston, Mass.

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